**K-5 ELA Lesson Plan**

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| **Teacher:** | | | **Grade: 4th** | | | | | **Date(s)**: Days 6-11 | |
| **Unit Title:** Character Word Clouds: Unit 1, Task 2 | | | | | **Corresponding Unit Task:** Students will apply their understanding by selecting a character that is most like themselves. Provide evidence that is the same and different about the character. | | | | |
| **Essential Question(s):**   * How does literature help readers make sense of their own lives? * How do readers infer character traits based on their thoughts, actions, and dialogue? * How does using strategies help me as a reader? * Why do authors use descriptive language to develop a character? * How do we engage in collaborative discussion? | | | | | | | | | |
| **Materials/Resources** | | | | | **Essential Vocabulary** | | | | |
| **Teacher/Student:**  [**Word Clouds**](http://www.abcya.com/word_clouds.htm)  Chart paper  *Wilfrid Gordon MacDonald Partridge* by Mem Fox  Computer | | | | | | Tier 2 Vocabulary:   * Character * Character traits * Complex * Analyze * Comprehend * Compare & Contrast * Evident * Dynamic | | | |
| **Engaging Scenario:** You were on your way to basketball practice. You are already running late and your friends are waiting for you. You turn the corner to see an elderly woman having difficulty crossing the road. You turn back to where the lady is standing and help her cross the busy road. What character traits did you display? | | | | | | **Story Vocabulary** (Selective Tier 2+ words):   * Assisted living * Elderly * Senior citizen * Admire * Precious | | | |
| **Learning Experience(s)** | | | | | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | | **Reading**  **Standards:**  **RL.4.3** - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).  **I Can Statement(s):**  **Instructional Plan:**   * Read and discuss a variety of texts that lend themselves to a focus on character traits. * Cite evidence from the text to support and explain your thinking about characters. * Model fluent reading, including character dialogue. Point out that dialogue should sound like everyday conversation. You can also change your voice to match the character. | | | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | | **Writing**  **Standards:**  **W.4.4** - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.  **L.4.4a** - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  **W.4.9a** - Apply grade 4 reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”  **I Can Statement(s):**   * I can create a Venn diagram to compare and contrast a characters’ traits to my own.   **Instructional Plan:**   * Students will create and populate a T-chart with character traits and examples/evidence * Model for students how to include details about a character’s thoughts, words, or actions. * Have students share which memory they agree most with and why… give examples of why that person might have said that (ex. “A memory is something old…” So, what might this person’s memory be?) | | | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | | **Word Study**  **Standards:**  **L.4.4a** - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  **I Can Statement(s):**   * I can create a word cloud to show my own character traits. * I can create a Venn diagram to compare and contrast a characters’ traits to my own. * I can use a thesaurus to find synonyms and antonyms to come up with character traits.   **Instructional Plan:**   * Create a word cloud based on my own character traits. * Students will create a Venn diagram to list the characteristics about a character and themselves (compare and contrast). * Students will use a thesaurus to practice locating synonyms and antonyms. | | | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | | **Speaking & Listening**  **Standards:**  **SL.4.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.  **I Can Statement(s):** I can work with classmates to brainstorm and create a list of character traits.  **Instructional Plan:**   * Students will use the habits of a good speaker and listener and pair with at least 3 other students for additional brainstorming of words that describe the individuals. Students will take turns, each allowing the other to share. Students should add these new words to this list of character traits. | | | | | | | |
| **Closing/Summarizing Strategy** | | -Ticket out the door/partner share: what are three synonyms and antonyms that you learned to use about characters? | | | | | | | |
| **Differentiation Strategies** | | | | | | | | | |
| **Extension** | | | **Intervention** | | | | | **Language Development** | |
| - If you already know a character that you’d like to compare/contrast yourself to, you may do so. | | | - For struggling students, let them know they can use characteristics about someone they know (family, etc.)  - Tier 1 vocabulary: memory, admire, errands, similes…  - Allow students to illustrate if they can’t write or express. | | | | | **-** Total language experience: child orally shares, teacher or student writes for them, and student reads it aloud. | |
| **Assessment(s) & Reflection** | | | | | | | | | |
| **Assessment(s):**   * Teacher created assessments * Character trait assessment * <CharacterTraitCards.doc> * [Character Traits Reading and Analyzing](http://printables.scholastic.com/printables/detail/?id=26905&Nty=0&_N=fff&Ntk=Printables_SI&query=character+traits&N=0&No=0&Ntt=character+traits) * [quotes for helping others.docx](quotes%20for%20helping%20others.docx) | | | | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | | | | |
| **Teacher Notes:** | | | | | | | | | |
| **Day 1:**  **APK:** What are assisted living facilities? Why do you think people live there? Do you think they choose to? What kind of people do you think work there? Have students share and discuss.  **Teacher Directed:** Review character traits from previous week. Begin “Wilfrid Gordon MacDonald Partridge.” Model finding character traits and begin a graphic organizer with a list of the characters read about so far.  **Guided Practice:** Have students work in small groups to discuss character traits displayed by the characters in the story.  **Independent:**  Students choose the character that they think most appeals to them, and most similar to them. Write about how they are similar to yourself.  -Talk about character traits again.  - Engaging Scenario  -Read *Wilfrid Gordon MacDonald Partridge*  -Create t-chart with character on one side and trait on the other. | **Day 2:**  **APK:** “Character in a bag” – the teacher will pull out items or descriptions of a character and students must identify what character it is describing.  **Teacher Directed:** Give students a simple sentence such as “the dog ran.” Ask them if this is an interesting sentence, or kind of boring. Ask them how we can make it more interesting, and more visual. Build the sentence until it’s more descriptive. “The black furry dog tripped over his short legs as he raced out of the house.” Explain how using details and adjectives help pull readers in to a story and make it more interesting. Teach students how to use a thesaurus to locate synonyms.  **Guided Practice:** Have students practice locating information in a thesaurus. Then, have them do the Four Corners Activity.  **Independent:**  Students will list traits about Wilfrid and then locate synonyms in the thesaurus.  - Four Corners activity – quotes about helping others – have students choose a quote and discuss with group what the quote means and prepare to share.  - Model how to use the thesaurus to locate synonyms and antonyms. Have students practice using these words to describe Wilfrid or another character in the book. | | | **Day 3:**  **APK:** Discuss the levels of synonyms. Ex. Dad gives me a treat. I’m happy. Dad gives me a computer. Are you happy or ecstatic? Talk about the levels of these words and have students give other examples.  **Teacher Directed:** The teacher will show examples of Word Clouds and model how to complete one. Use a character from a familiar story for students to relate to and create the Word Cloud.  Guided Practice**:** Students will work with a partner to list character traits about each other and use thesauruses to aid in finding synonyms.  **Independent:** Students will work on creating their word clouds.  - Students will practice looking through the thesaurus independently or with a partner and begin listing characteristic that describe themselves.  - Create Word Clouds, students will rotate on the computers if needed. | | | **Day 4:**  **APK:** Have students share why they chose the adjectives they chose about themselves. Share what they think about using a thesaurus to improve their writing.  **Teacher Directed:** Explain to students that they need to complete and share their word clouds.  **Guided Practice:** Students will share their word clouds with their partners and the class.  **Independent:** Have students choose which person in the story they agree most with on what they think a memory is. Ask them to think about why they agree with that character and how they can compare themselves to them.  - Students will share their word clouds with a partner, and if time permits, with the class.  - Have students choose which person in the story they agree most with on what they think a memory is. Ask them to think about why they agree with that character and how they can compare themselves to them. | | **Day 5:**  **APK:** “Gallery Walk” Have the students walk around and look at one another’s word clouds. Choose their favorite and tell why it was.  **Teacher Directed:** n/a  **Guided Practice:** n/a  **Independent:**  Assessments – character traits |

*Note: This template does not reflect the lesson plans for Guided Reading.*